MAR 14 1927

Boynton's Address on "The Open Door in Education," page 285.

Journal of EDUCATION

BOSTON, MASS.
Vol. CV. No. 11

March 14, 1927

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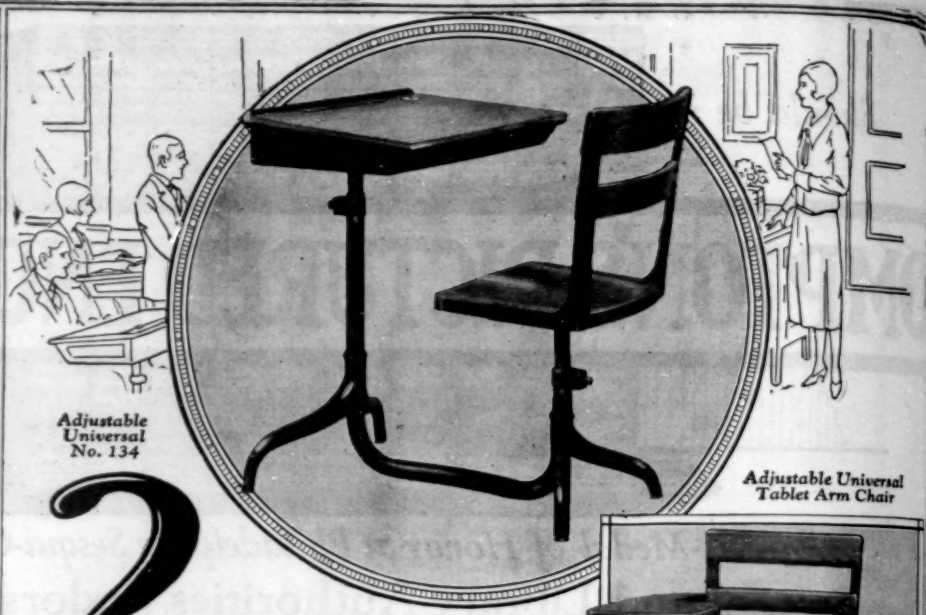

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Boynton as a Crusader

THE Dallas address of Frank D. Boynton of Ithaca was to Dr. Condon's program what his Cincinnati address was to William McAndrew's program of 1925. He has the message of a crusader. He rises high above the propagandist and the promoter and touches the heights of the crusader. There is no greater problem in America today than that of youth of college age, and no one has demonstrated as keen an insight into the relation of the college to these youth as has Frank D. Boynton in this address. It should be widely read by statesmen as well as by schoolmen, and Mr. Boynton should be given the widest opportunity to present this message from Chambers of Commerce and other business organizations, to State Associations and scholastic organizations.

Attention of readers is called to a new feature, the "Journal Mail Bag," which will appear as often as the subject matter of our correspondence warrants. If there's "something on your chest," write a letter to the "Journal Mail Bag."

The World Federation

THE World Federation of Education Associations will meet in Toronto August 7-12. The objects of this Federation shall be to secure international co-operation in educational enterprises, to foster the dissemination of information concerning the progress of education in all its forms among nations and people, to cultivate international good will and to promote the interests of peace throughout the world.

Toronto is a beautiful city of 600,000 inhabitants and in the midst of a fine agricultural country. The summer climate is modified by the lake and the prevailing winds of the season. It is an ideal convention city with spacious halls, fine hotel facilities, transportation facilities and hospitable people who prize education, refinement and culture. President A. O. Thomas is providing a program of unprecedented importance and interest.

Echoes of the Dallas meeting will be heard in these pages for another week or two. Next issue will contain the report of the Journal's editor-in-chief.

Unusual Testimonial

SUPERINTENDENT CHARLES S. CLARK of Somerville, Massachusetts, has a loose-leaf album, bound in black morocco, of more than fourteen thousand names of school children, written by themselves, each name representing a contribution of the fourteen thousand pupils to an Atwater-Kent radio in a beautiful walnut case. The high significance of this is the fact that the idea did not originate with any teacher, principal or office associate, but with a Junior High School lad, who suggested that Superintendent Clark would be lonely in the hospital, and that it would be easy for the fourteen thousand children to give him the best possible radio, and this lad carried the plan through to completion. While it was suggested that a penny apiece was all that was required to accompany the name when written there were many delightful experiences connected with the gifts by the children.

"Problems of Supervision" were interestingly and comprehensively treated by Superintendent W. C. McGinnis of Revere, Mass., at Dallas, in an address reprinted in the Journal this week.

Walter Williams Honored

WALTER WILLIAMS, dean of the School of Journalism, University of Missouri, is internationally recognized as a leader in professional journalism, and his School of Journalism in the State University is honored as the pioneer in magnifying the art of training journalists. Great Britain has placed on the campus of the university a stone from the walls of St. Paul's Cathedral, with a bronze tablet. Sir Esme Howard, the British Ambassador, made the presentation address. The other gift is a stone lantern from Japan, and the Japanese Ambassador made the presentation address.

Eighteen years ago Walter Williams established the first School of Journalism in the world and he has kept the pace of professional leadership in all these years. It is interesting that England and Japan have thus honored the service of Dean Walter Williams. We yield to the temptation to refer to the fact that Dean Williams was largely instrumental in the creation of the National Editorial Association in the days when we never missed an annual meeting of that Association.

The Department of Superintendence maintained its reputation for choosing able administrators, by electing Superintendent J. M. Gwinn of San Francisco as its president, and Superintendent F. D. Boynton of Ithaca, N.Y., as its vice-president.

Matchless Record

DR. JOSEPH S. STEWART, the University of Georgia, as editor of the High School Quarterly is achieving educational results rarely equaled. He knows Georgia intimately, believes in the South without reservation, and champions it with heroic and intelligent devotion. In the October issue of the High School Quarterly he has the best presentation of educational achievement in a Southern State that has been made.

Since 1890 illiteracy of the whites has decreased from 22.2 per cent. to 5.5 per cent., which is about the same as in the North, and less than the per cent. of the United States. Since 1870 the illiteracy of the negroes has decreased from 92.1 per cent. to 29.1 per cent. The school attendance of the whites doubled from 1870 to 1880, and doubled from 1900 to 1920.

There is practically no illiteracy of children of school age, white or negro, in Georgia. Dr. Stewart's conclusion is worthy of high appreciation: "Georgia is not worrying about illiteracy now. The attendance officers and supervisors will look after that. Georgia is more concerned now in improving the quality of teaching, the housing, consolidation, giving vocational and high school training to all who will take it and in multiplying college facilities adequate for the thousands that are pouring from the high schools."

Interesting Incident

A STOCKTON (California) daily paper has a habit of printing each day a "Twenty Years Ago" column, and on December 6, 1926, its selection of twenty years ago was its report of our lecture in the city on that date in 1906.

In that address we spoke of a school principal in Pennsylvania who was making a great success of the poultry industry because a Philadelphia hotel paid him fifty per cent. more than the market price for eggs delivered three times a week with a guarantee that no egg was more than three days old. The contract read that if any egg was out of date there was to be no charge for the case as a whole.

Twenty years ago we asked if teachers had faith in their service to children that they would be willing to jeopardize anything if they were out of date.

We had no idea that we were as progressive as that in 1906.

Superintendent Boynton's address in this issue should be read by every educator in America. Dr. Boynton's advocacy of the "open door" in higher education is bound to provoke thought and discussion.

Belding's Page

THE 48-HOUR COLLEGE WEEK

COLLEGE authorities will differ in accepting the view of Dean W. M. Warren, College of Liberal Arts, Boston University, that a self-managing student can put himself upon a rather formal schedule of working time, similar to that which a person in industry follows, and of about the same length. Is there any such thing possible as a 48-hour week in college study?

For the student who is inclined to idleness and inefficiency in his college work, a glance over into industry and an effort to organize his working hours as they are organized in office or factory would be highly beneficial. The college boy or girl should be ashamed to spend less time in preparation and in classes than others who are denied educational privileges spend in daily toil. A carefully arranged working day of eight hours would be, for many undergraduates, a vast improvement over their present hit-or-miss schedules. For certain earnest students, on the other hand, it would not be enough. The greatest achievements, whether in college or out of it, are not often won by those who limit themselves to an eight-hour day. This suffices for the rank and file, but not for those most ambitious to serve.

INDIVIDUAL AND SOCIAL

IS THE purpose of education to enable certain favored ones to get the upper hand of their fellows? Is it to place in the possession of some a tool by which they may live more easily?

Every educator knows that the true purpose is something very different from this. Yet the notion prevails in the minds of many parents that the state or town is training Johnny and Mabel so that they may have a softer time of it and may rise superior to their neighbors. Schooling may do this very thing; but it is an incidental result. It is a reward for perseverance in the use of opportunities which are extended to all alike but are not seized by every one—though by an increasing percentage each year.

Education is dependent upon the individual's response—his educability. But the state would be engaged in a ridiculous enterprise if it were deliberately training some of its citizens to take advantage of others. Rather than do this, schooling might well be compulsory to a certain grade or age, and then cut off squarely for all at that time.

The Greek idea that children are to be educated for the benefit of the state may have been faulty in its failure to respect the individual sufficiently. The state as a mechanism of government or an abstract ideal is not the object to be sought; but the welfare of the community as a society of human beings may well be the end in view and the justification of all the money and effort spent upon public education.

Cultivate the youth for his own highest development—but let it be done in such a way that he will consider himself as part of the community in which he lives and will acknowledge and fulfil his natural obligations to others. He is to be, not only an individual but a citizen. Teachers have a responsibility, as teachers and as citizens, to lead their young charges into right attitudes of mind and right habits of action toward the community at large.

STUDENT SUICIDES

SEVERAL suicides of students, in unusually rapid succession, have caused newspapers to conclude that we are in the midst of an epidemic of this sort of thing. Every such case is extremely deplorable and indicates either insanity or a warped view of life. But if any educator is tempted to believe that the youth of today in institutions of learning is generally giving up in despair, let him be reassured by the figures of a great life insurance company which announces that suicide rate among 2,000,000 policy holders between the ages of fifteen and nineteen years of age has dropped almost 50 per cent. in the past dozen years. The head of one college declares that he has seen over 60,000 young men pass in and out of his institution and not one of them made his exit by the way of self-destruction. His experience is by no means unique.

A true teacher never looks homely to his pupils.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

VI—Detect and Correct

To the Principals:—

A principal said to me today: "There is too much class teaching by the teacher, the individual child isn't likely to apply to himself the statements which the teacher makes to the class."

There is a great deal of pedagogy in that statement. We all recognize the importance of individual differences in pupils, but too frequently our practice doesn't measure up to the standard of our knowledge.

Up to comparatively recent times class instruction was the exception rather than the rule of schoolroom procedure. The schoolmaster called pupils to his desk to "recite" individually. The difficulties of the lesson were overcome by individual explanation, and in arithmetic the mistakes being made by pupils were eliminated by individual attention.

The present method of teaching in larger groups has many advantages over the old individual method, but unless the teacher is ever watchful for individual difficulties in arithmetic some pupils go on for weeks, months, and years making the same errors. To detect errors is an important part of the work of the teacher of arithmetic, and to correct them is her big job.

A recent investigation of errors in arithmetic conducted by Professor Frank L. Clapp of the University of Wisconsin shows that 43 per cent. of all errors in addition are due to mistakes in twenty-five simple addition combinations of two figures each.

The Courtis tests which we use in our schools show that children make the same errors over and over again. Fourth grade errors which persist in the fifth grade are indicative of poor teaching. Drill should eliminate errors. Repetition of the same errors makes them fixtures.

I saw long division being taught in a fourth grade early in the year. Several different pupils were allowed to go to the blackboard who didn't know how to do long division. The class became confused, and even those who could have done the work correctly were made uncertain by the incorrect demonstrations.

Elementary School Library

ONE of the significant educational advances of the day is the promotion of the better reading of better books by elementary school pupils. It is only a few years since high schools had libraries, and only just now are high schools beginning to have professional librarians to help high school students to make the use of the library a vital part of their school education, a movement which has done more probably to promote the better education of high school students than any other feature of high school improvement.

Fifty years ago President Charles W. Eliot of Harvard made his first detour from purely academic education in an intense crusade to have the elementary school enrich the three upper grades, which were then seven, eight and nine. Strange to say the teachers, principals, superintendents of that day opposed his plan fiercely, and he made no appreciable dent on the traditional course of study. Doctors, lawyers, clergymen, and faculties of colleges and universities literally smothered the idea of changing the eternal grind which established the foundation of exact scholarship.

It was several years before the ninth elementary grade was eliminated in the East, and only very recently has the Junior High School brought any approach to the enrichment which Dr. Eliot was pleading for fifty years ago.

Now there is a real movement started by the Department of Elementary School Principals of the National Education Association to have in the elementary school a specially trained faculty member whose time and trained talent is to be given to the enrichment of the school and home life of elementary school boys and girls. In Seattle, at the State University, under the initial inspiration of Worth McClure of that city, with the ardent support of the Department of Elementary School Principals, there is to be a summer quarter following the meeting of the National Education Association, devoted to the professional training of librarians for elementary schools. Thus there bursts into full bloom the educational fruit bud that felt the first faint warmth of life fifty years ago.

The Open Door in Education

By F. D. BOYNTON

Superintendent of Schools, Ithaca, N. Y.

TWO years ago I ventured to point out frankly certain shortcomings of the colleges viewed from the angle of the public school administrator. I said in effect that entrance requirements were in general based on mere tradition, sometimes even on personal idiosyncrasy; that college courses were often determined by professional interest with little consideration of student needs; that those chosen as worthy of college training were those who could disgorge most readily certain quantities of fact from an arbitrary list of studies; that the survey by representatives of the public interest of our institutions of higher learning as to plant capacity, equipment, funds, and faculty can this fact be scientifically determined.

After two years of discussion, part of it oral, part through the agency of personal letters and magazine and newspaper articles, and much of it emanating from the colleges themselves, this "indictment," if one wishes to call it by so harsh a name, stands generally acknowledged as a fair statement of existing conditions. Here and there it has encountered resentment, of

> "Let it be understood that in advocating 'The Open Door in Education' I am not making a plea for the admission of the moron. Nor am I asserting that all men are born intellectually equal and are, therefore, entitled to equal educational opportunity.
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> * * * * * * * * *
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> "Neither am I pleading for the same opportunity for all who survive the high school period. For some, scholarship along traditional lines will, of course, be an easy possibility.
>
> * * * * * * * * *
>
> "What I am asking is that those who survive the high school and who desire further training shall have the opportunity for one or more years in college with courses organized and modernized and with definite study and guidance of the individual through his underclass years."

aid rendered freshmen was perfunctory and aimless; that the influence of college life was not infrequently corrupting and dissipating, an influence aided and abetted by the example of some of the members of the faculty; that the academic mortality of freshmen was due more to poor teaching in college than to poor preparation; that college teachers were selected, promoted and rewarded not on the basis of teaching ability but on the basis of research; that professional training for teaching was not only not required by the colleges but that it was laughed at; that the individual professor was a law unto himself, determining his own courses, setting his own examinations, marking his own papers, and turning in his results from which there was no appeal; that "residence" had become a fetish and an obstruction to educational progress; that for the endowed college—endowed by public-spirited men for public service out of funds built up out of excessive profits paid by the people, and receiving tens of millions annually in tax exemptions, that for such an institution to regard itself as "private" would be humorous if it were not pernicious; that the claim of over-crowding may or may not be true; and that only by a comprehensive course. The president of Purdue University before the National Education Association in 1925 expressed surprise that this body should give its approval to such a picture of conditions; and after claiming for the colleges the credit for all advances worth mentioning in the field of pure and applied science and art, never having heard of Burbank, Edison, Ford, Burroughs, and others, he pointed triumphantly as evidence that the colleges are meeting the needs of the hour to the fact that the number of students attending them has grown from 160,000 in 1900 to 600,000 in 1925. Unfortunately and characteristically he saw but one side of the picture; for he failed to point out the further fact, without which his figures have no significance, that this progress made by the colleges compasses only two-fifths of that made by the high schools in the same period; and he offered no solution to the problem that faces this growing army of ambitious youth knocking in vain at the closed doors of our colleges.

The plain fact is that the college is not meeting the situation and apparently has no plans for meeting it. If it sees at all the constantly and rapidly augmenting stream of

elementary school pupils pouring into our high schools, there to come for four years under the tutelage of college graduates, to pour out again keenly awake to the possibilities open to them through further training—if it sees this swelling stream at all, it seems to see in it only the opportunity of lightening its own task by a more drastic selection of the finest specimens of a particular type of mental ability, while it goes serenely on its way careless of and indifferent to the fate of other equally desirable types, who, judged by its standards, deserve no academic salvation. College plants, particularly in the East, are undergoing little or no expansion. No new colleges are being founded. Again and again my correspondents in New England and in the Middle Atlantic states stress this fact. Out of the colleges comes no answer to the insistent question, "What shall be done with the over-flow?" "Selecting only from the upper quartile" is the euphemism now applied to the process. But when we ask what is to be done with the lower quartile, where not infrequently are to be found the real leaders—youth aglow with the vitality that often finds expression outside of academic halls, sometimes to the detriment of academic records, but in which one can read the assurance of future success, in answer to that question we hear only a great silence.

There is a doctrine that is fundamental in American education, and that is: that every child born in or adopted by this republic has the right to have developed through education whatever of talent he may possess without reference to quantity, quality, or type of that talent, and that he should have assured to him the opportunity to go as far as his ability and ambition will permit. At the birth of the nation the Fathers made clear their belief that in education alone lay security for popular government; and the subsequent history of education in this country has made this doctrine a part of the fundamental faith of the nation. In a wide correspondence from every one of the forty-eight states I find no public educator dissenting from this principle.

Nor has this doctrine been held merely as a distant ideal, realizable, if at all, only in some Utopian future. Steadily the nation has moved toward its realization. At the time of the adoption of the Constitution the maximum average length of the school life of the individual was eighty days; in 1840 this average for the nation had risen to 208 days; and 1870 it had risen to 582 days; in 1890 to 770 days; and in 1920 the nation was on a 1,200-day basis or was about to enter on the seventh grade level. Beginning as a private enterprise, under private direction and control, education has gradually passed to the control of the people, and at each succeeding level the ideal has been to make it free and universal. In the case of the elementary school the ideal has been completely attained; and in the secondary school, nearly so. We are now facing the same problem at the college level; and no solution of it will be accepted as adequate that does not assure to every worthy high school graduate, who has the ambition, his opportunity to prove by actual trial whether or not he can profit by higher training; and that does not assure further that the trial shall be made under conditions which, by providing at least a modicum of human sympathy and encouragement, will aid him in orienting himself in his new and strange surroundings. No worthy student, and it is only of him that I am speaking, goes to college to fail. If he is failing there is a cause; and it would seem as if just ordinary intelligence in a teacher, just common interest in the success of a fellow being, would prompt him to ascertain and, if possible, remove the cause; and it is, indeed, a pleasure to record that a beginning here and there has been made in the humanizing of college courses and administration.

But we are told that there are in college too many who cannot profit by it; that it is futile to burden the colleges further with unfit material. That statement rests upon two assumptions which are herewith sharply challenged. The first is: That present methods of admission are the most effective that can be found for selecting the material that can profit by what the college has to offer. The second is: That what the college has to offer exhausts the possibilities of higher training, and that the student who cannot profit by it is of inferior mentality and should be denied higher educational opportunity. It is apparently quite true that there are in our colleges many who cannot profit by the courses offered; but there is no evidence to show that this does not indicate a need for a change in the methods of admission and in courses of instruction rather than a further exclusion of students. There is no scientific evidence available to determine whether the student or the college is at fault. Here is a question that challenges the best minds we have in the field of education. The demand for social efficiency has made over the elementary and secondary school. It will not hold the college sacrosanct. It may be that we are at the breaking point with the traditional college.

The assertion that too many are going to college is without scientific foundation. If it is an inference from the fact that some are now in college who cannot profit by what the colleges offer, it is simply a non-sequitur. And if it emanates, as President Angell says it originally

did, from those who are always looking for cheap labor and who see that commodity dwindling before the extension of educational privilege, or from those who believe that learning and culture are the prerogatives of a small intellectual or social aristocracy, having no contact with the gross affairs of practical life, interested in aesthetic appreciation more than in a search for truth and considering an academic degree as a mark of caste—in either case it can be disregarded as un-American and wholly alien to our national ideals and purposes.

Let it be understood that in advocating "The Open Door in Education" I am not making a plea for the admission of the moron. Nor am I asserting that all men are born intellectually equal and are, therefore, entitled to equal educational opportunity. Long before the psychologists taught us to talk learnedly about chronological ages and I. Q.'s, the mental inequality of individuals was apparent to the most ordinary observer. I am quite aware of the fact that at every level of the educative process there emerge some who have reached the limit of their capacity for education. But if our schools are doing their work effectively we are safe in assuming that at each level the mental incompetents are being largely sifted out and that those who survive are mentally prepared for further training and, if they have a desire for it, should be given the chance to prove by actual trial whether they can profit by it. We do, as a matter of fact, proceed exactly on this assumption at each stage of the educative process until we reach the college level.

Neither am I pleading for the same opportunity for all who survive the high school period. For some, scholarship along traditional lines will, of course, be an easy possibility. For others, only one or two years of additional training can be taken with profit. What I am asking is that those who survive the high school and who desire further training shall have the opportunity for one or more years in college with courses organized and modernized and with definite study and guidance of the individual through his underclass years. And I am urging that these courses have some sort of coherence and unity, starting somewhere and tending toward some definite objective; and that those who are found incapable of advanced independent work or who have no desire for it, be given, upon satisfactory completion of the one or two years of such higher training, some sort of certificate to that effect and be dismissed with the goodwill of the institution. There is nothing sacred in the traditional four-year course leading to a degree, and the break with tradition here suggested can be made without detriment to sound scholarship.

The proposal to loose upon the colleges this rising tide of ambitious and worthy youth is met by the statement that the colleges are now crowded, and that the proposal is impossible. What constitutes a crowded college? It is, perhaps, not unlikely that the enormous and rapid development of our high schools still going on, has created a demand for higher training somewhat in excess of the capacity of our present plant; but before it can be known whether a given college is overcrowded three facts must be scientifically determined. First, we must know what the maximum plant capacity is, each room and laboratory working from 8 o'clock a.m. to 5 o'clock p.m., on at least five days per week for not less than thirty-eighty weeks; second, it must be determined what constitutes a reasonable student load for a college teacher; and third, what constitutes a reasonable teaching load per week. As far as I have been able to discover, these fundamental questions have never been answered authoritatively and until they are, the statement that our colleges are crowded is mere assumption.

Some rather fragmentary studies of my own, however, made within the year, in which I have had the assistance of some of the best men in education in college and out, have yielded interesting results. "Crowded" colleges were selected for the study. It was found that in these institutions from a few to a score or more of rooms were vacant, and in many instances locked, during the working hours. In some of our colleges the notion still prevails that a classroom is the personal possession of a particular professor, with the result that these rooms are not yielding more than twenty to thirty per cent. efficiency. A classroom or a laboratory can work six or more hours a day without being overworked. One such room accommodating forty students on a six-hour schedule would care for 240 pupils one hour per day and three such rooms would provide for this number, each student taking fifteen hours work per week and reciting in classes of approximately forty students each; thirty such rooms would care for 2,400 students in small classes. This would seem to support my contention that large classes are a professorial convenience. If, in the colleges that have been studied, such use were made of the plant, the registration could be approximately doubled without the addition of a single classroom. If the plant inefficiency prevalent in our colleges were found in our public schools, our surveyors would create a revolution.

What is a reasonable student load for the college teacher? Here we find ourselves in the

field of opinion. President Snavely sets the number at fifteen, and the American Council on Education sets it at twelve and a half. President Snavely mentions certain "crowded" colleges. If these colleges were to bring their student load up to President Snavely's measure they would be able to register 4,001 more students without increasing their plant or equipment. Similar studies have been made of twenty-seven colleges in three states. In these twenty-seven colleges if the student load were placed at twelve and a half they could accommodate 12,301 more students. These studies, incomplete as they are, are sufficient to suggest that the "crowded" college may be an academic myth, for in many colleges the student load drops below six.

And what is a reasonable teaching load for a college teacher? The American Council on Education has set the standard at sixteen hours per week. Again my studies, based upon direct correspondence with college professors themselves, go to show that this standard is far above actual practice. In many instances the teaching load is less than ten hours per week. In public education we are looking for teachers who can teach successfully large numbers, teachers who can inspire pupils to effort and initiative rather than for drill masters for a few who are to be taught to absorb knowledge rather than to think; and it has moreover never been proved that small classes result in higher scholarship. It will be difficult to convince the public that twelve and a half students per college teacher is an overload and that sixteen hours of teaching per week is overwork, and that to relieve such distressful conditions it is necessary to deny admission to an increasingly large number of admittedly qualified candidates.

But are qualified candidates being denied admission to college in any considerable numbers? I am in possession of letters written since January 1, 1927, from schoolmen in forty-one states, which clearly establish the fact that fully prepared students are being denied admission to college. I am also in possession of data furnished by the colleges since November 24, 1926, wherein the fact is further established. Sixty-seven colleges responded with the information asked; fifty-one of these admit that 15,196 candidates were denied admission in September, 1926. It is admitted that over one-half of this number had met the full fifteen "Carnegie" units and that a considerably larger number would have been able to do college work. It should be added that the above record was made almost entirely by the "endowed" colleges. Several colleges did not furnish data. Some of them frankly stated that they were not certain how the public would accept the facts.

Alumni are beginning to show an interest in this exclusion act even in the case of the so-called "private" college. One such college that has been taking its students from the upper quartile and succeeding in graduating only about forty-five per cent. of its freshman class is having its trouble with its alumni. A prominent alumnus of this college has furnished me with a copy of a letter which he wrote asking for some justification of the methods of instruction and the courses offered which resulted in such mortality among those who are supposedly the cream of the young men of the country. This college denied admission to more than one-half of its applicants and yet the student load is 9.5 per teacher.

What is the solution? Signs are not lacking that the really constructive minds in the field of higher education are grappling with the problem. An entire paper could be filled with recent utterances of men who speak with authority in the educational world, all tending to show that the stubborn wall of tradition that has so long blocked advance in higher education is crumbling. Only a few weeks ago President Livingston Farrand of Cornell University was quoted in the press as saying: "The time is not far distant when the old traditional college will be lost, and we shall wonder how we ever prepared for the scholarship of the day along traditional lines." President Lotus D. Coffman of the University of Minnesota has recently said that an irresistible pressure is bringing about "a reorganization of the materials of instruction for freshmen, calculated to insure a more systematic education through programs with definite objectives. The vast majority of students who enter college know what they are there for and are unwilling to drift about aimlessly in a sea of liberal subjects." Dean Kent of Northwestern University says: "The time has come when we will not have done our duty until each college determines the type of service it purposes to render and reorganizes its courses and its methods of instruction to intelligently serve these purposes." President Hibben of Princeton says concerning the type of student to be admitted: "We ought to know, as far as it is humanly possible to determine, not only the type of undergraduate but the type of man he is likely to be. If we find a boy deficient in credits but who has in his favor a career of leadership, a record of broad influence on his companions, an outlook on life that distinguishes him morally, that kind of boy, despite academic shortage, is the kind of boy who should be welcome at college."

The correspondence to which I have made

reference teems with suggestion. From some of the colleges comes the plea for the founding of more colleges. Some even suggest the junior college as a part of the public school system. Schoolmen suggest the establishment of a state university in every state, and the extension of this principle in states where there already is a state university. Ohio now has three state universities. It is obvious, however, that hope for a solution rests with the extension of the junior college as a part of the state and municipal school system with a probable reorganization of public education on the 6-4-4 plan. California and Missouri already have the junior college as an established part of the public educational system, and the number of students registering in the freshman class in the junior colleges of California last September equaled the number registering in the freshman class of the standard colleges of that state. With 163 junior colleges already established in the country, it may fairly be said that the junior college movement is well under way. Several state legislatures this winter are considering bills for the establishment of junior colleges as a part of the public educational system of their states.

Just what will be the reaction of the traditional college to the changing educational conditions remains to be seen. Frankly, little can be looked for immediately in the way of reorganization of courses and methods from what some school men call the "Tutankh-Amen crowd still wedded to the past and stoutly defending its penates." Some go so far as to refer to present college courses and organization as moribund, and suggest that Ephraim be let alone with his idols and that a solution be sought independent of the college. The reported attitude of the Phi Beta Kappa Society expressed at its meeting a few years ago seems to give color to this conclusion. The press reported at that time that this society of liberal culture had undertaken to raise one million dollars to fight the spread of vocational education, and the president at that time was quoted as saying:—

> "In the last century election to Phi Beta Kappa meant that the student had reached success along lines of study universally conceded as standard in higher education. Today the tendency toward vocational education is so great that there is urgent need for an active, coherent organization, both within the colleges and outside of them, of the forces that stand for liberal education. Can a better centre be found for such an organization than is offered by Phi Beta Kappa? The fraternity has reached an age and grown to a greatness which forbids it to refuse the challenge that the present day brings to lovers of learning."

Graduate as I am of a traditional arts college, and believing as I do in that training for those who can profit by it, I must vigorously dissent from the implication contained in this statement that scholarship is exclusively the product of the arts college. Scholarship is just as possible in architecture or in engineering as in the humanities. The term needs and is receiving a new definition.

It is, indeed, a bit difficult to understand how the arts college, the original vocational school, which had its inception in the need for training men for a specific vocation, can logically take exception to vocational training. It is essentially an illiberal attitude, and it is with regret that I have to admit, after years of association with teachers from every type of higher institution, agricultural and other technical schools as well as with liberal arts colleges, that I know of no more illiberal men in the teaching profession than can be found in the liberal arts colleges, no more de-humanized teaching, no more complete lack of human interest, than is to be found in the classrooms of some of the teachers of the humanities.

In conclusion: Based upon my studies and correspondence I would suggest the following as steps toward the solution to our present difficulties:—

1. A survey of present higher educational institutions to ascertain existing plant capacity, endowment, and equipment, together with a scientific determination of what constitutes a reasonable student and teaching load for a college teacher;
2. Provision by the state of adequate educational facilities from kindergarten through the university, including a system of junior colleges, with unbroken sequence of promotion for those found capable at each stage of profiting by more advanced training;
3. Provision of higher training for various types of mental ability with a determination on the part of individual colleges of the types of service they plan to render and selection of their students in accordance therewith;
4. A reorganization of college courses with definite objectives for certain groups and supervision calculated to orient freshmen in their college work;
5. The requirement by the colleges of demonstrated teaching ability as a requisite for retention on the faculty, the recognition of high teaching ability as the basis for professorial advancement, and the establishment of some system for the improvement

of college teaching in the freshman and sophomore years.

Education is the big business of the nation. Officered by a million teachers, the Grand Army of the Republic, an army of 25,000,000 children is marching against the citadels of ignorance and superstition and race hatred, upholding the traditions and defending the ideals of the Republic—an army assembling from hill and dale, from city and village, from the farm, the workshop, the mine, from industry and commerce, from the homes of the rich and of the poor, with the blood of the Orient and of the Occident coursing through their veins; destined in each of the forty-eight states of this great American League of Nations to become citizens not subjects; an army whose well-being places an obligation upon every American to support to the limit the stronghold of our democracy, the bulwark of our free institutions —the American school system from kindergarten through university in every state of this nation.

This is a crusade upon which we have entered, a crusade to be preached with increasing power until the people, laying hold of the doors of the gate of the city of knowledge shall pluck them up and carry them away, leaving free and unobstructed the pathway to the acropolis.

Problems of Supervision

By W. C. McGINNIS

Superintendent of Schools, Revere, Mass.

SEVERAL years ago, as a young superintendent, in my first superintendent's job in Northern Vermont I attended a superintendents' convention in the State House at Montpelier. One address made a great impression on me. The subject was "The Superintendent as a Leader." Responsibility for initiating reform, for establishing and maintaining progress, and for directing and controlling the small army of pupils and teachers was placed directly upon the superintendent. The good superintendent was a good leader, and successful administration and supervision was nothing more or less than positive leadership.

In the years that have come and gone since that convention day I have come to a different conception of educational leadership. This newer conception can be illustrated by a story. A party of American tourists had gone out into the country from a city in Central America on a sight-seeing trip. They had halted and were enjoying the landscape when they heard and saw a crowd of men and boys coming down the road at a fast clip. They had all sorts of primitive and modern weapons. Paying no attention to the tourists they disappeared in the direction of the town, going rapidly. While the tourists were voicing their amazement and curiosity regarding the strange group a short, fat native in splendid uniform and some dignity came panting along from the direction in which the crowd had come. He asked in excited Spanish whether a large body of men had passed that way. One of the Americans who could talk Spanish gave the desired information, and then said: "But you can't catch up with them. They are going too fast for you." The little fat native drew himself up proudly, and said: "Can't catch up with them! I've got to catch up with them. That's the revolutionary army, and I'm their leader!"

As superintendent of schools I know just how that fellow felt. And I think most superintendents have at times felt the same way. We know that the successful administration and supervision of a school system doesn't depend so much upon the leadership of the superintendent of schools as it does upon the united co-operative effort of his fellow workers. But whatever we may think, we are too prone to act on the old theory of educational leadership. To obtain the co-operation of all the workers in a school system is simply to allow those workers to use their own individual and collective ability in school work as parts of a definite program of administration, supervision, and educational progress. The school system which will make the greatest advance in education this year will be the city that makes the most use of the surplus ability of the rank and file of the teaching corps.

In order to enlist the surplus ability of the personnel of the school system for the improvement of learning two things are absolutely necessary. First, a clear understanding of the inter-related duties and functions of the superintendent, supervisors, teachers and others in the school department, and secondly, a definite program of supervision.

Should the superintendent of schools be an expert? If so, should he be expected to be an expert in all lines of school administration and supervision? It is manifestly impossible for him to be an expert in all lines of school work, and it is not necessary that he should be. The term "supervision" when applied to the superintendent's work is misleading. Supervision is

only a small part of his job. "School manager" would be a more appropriate designation than "school superintendent." However, the title doesn't matter.

No one would insist that the president of the Pennsylvania railroad should be an expert on cooking and serving meals in the dining cars. No one would expect that he be an expert on the best way to fire the engine boilers. Not many would insist that he qualify as an expert accountant in order to be a good railroad superintendent. No one would expect that he be able to drive more spikes than a section hand. But the railroad president must be a good business man. a good organizer, and a good executive. He must be able to delegate authority and responsibility, and he must have the capacity for obtaining the co-operation of his associates. He must be able to create and maintain an esprit de corps, a morale, and a pride in the system on the part of the officers and employees in every department of the organization. He must have a comprehensive and general expert knowledge and training in the railroad business. But above all he must be a manager trained in the psychology of human relations.

The necessary qualifications of a superintendent of schools are not unlike those of a railroad president. It is impossible for the school superintendent to be expert on all school activities. Many things are taught in the public high schools concerning which the superintendent has less knowledge than the teachers who teach them. The demands of the modern superintendency are such that the superintendent should be a general manager, expert in the general field of supervision and administration. It is readily agreed by students of public school systems that the superintendent must have ability, training, and experience in the organization, technique and methods of supervision of instruction. It is not expected that he shall do the actual classroom supervision himself, although he must organize his supervisory force and be responsible for the quality of the supervision, because he is the responsible head of the school system.

The general administration of the school system, including budget making, purchasing, accounting, care of buildings, etc., etc., is so closely connected with the purpose of instruction that the superintendent must have general control of administration if the purpose of public school education is to be realized to the fullest possible extent.

The most important phase of the superintendent's job is supervision of instruction, and the most important function of the superintendent in regard to supervision of instruction

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is to organize the supervisory corps for effective supervision.

School administration is not something that can be carried on by rules, regulations, and orders. The highest type of efficiency is that which recognizes human relationships. School teachers, like other people, work for a living, but if their work is to count as a distinct contribution to the welfare of mankind, there must be a real liking for their work and a pride in individual accomplishment. Service of head and hand can be bought and paid for, and the return for the money paid will be a fair day's work. But the surplus of service, the loyal cooperation, and the desire to do good work as individuals for the benefit of the whole school and because of a group pride in the school—these things cannot be bought and paid for in dollars and cents. This type of service cannot be commanded through rules and regulations of the administrative organization, but no organization can properly be termed "efficient" in the best sense unless this kind of service is the dominating influence of the organization.

The best efficiency expert to put on the job in any organization is the spirit of the golden rule, which is guided by fair play, and always recognizes merit and gives full credit for it wherever found.

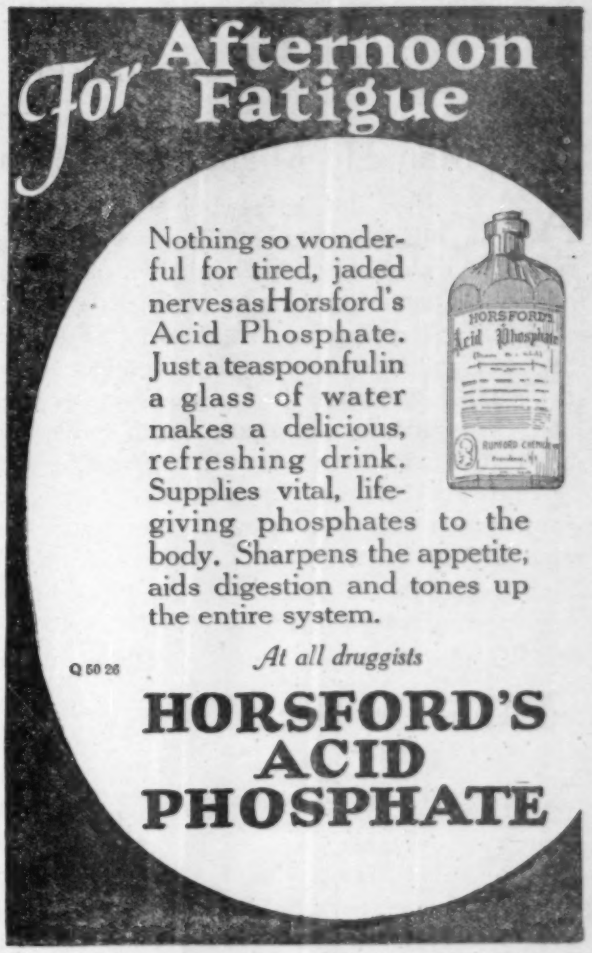
We sometimes talk and write on a program of testing and measuring. Tests and measurements should be used only in definite programs of supervision with definite objectives. Too often tests and measurements are used for the purpose of proving something to the glory of the superintendent, principal, or school system, and the whole process of testing and measuring is made a serious and mysterious thing supposed to be beyond the ken of such ordinary mortals as classroom teachers.

I am reminded of a story. A superintendent in a small school system was a test and measurement fan. One of his teachers told him that Mary, a little third grade pupil, seemed unable to do satisfactory grade work, and so he decided to give her an intelligence test after school. When all the other children had gone the superintendent proceeded to test Mary. He explained to her that she was to play a game, and to see how many riddles she could answer. Mary played the game for a little while and then laid down her pencil and said she didn't want to play any more. Time was taken out and an attempt was made to persuade Mary to answer some more riddles, but Mary said: "I'd like to give you a riddle." The superintendent said: "All right. What's your riddle?" and Mary said: "What do they call little black cats in Canada?" The superintendent was embarrassed. He looked at the teacher, scratched his head, and in some confusion said: "Well, Mary, I'm afraid I can't solve that riddle. What do they call little black cats in Canada?" and Mary said: "Kittens."

There is nothing very difficult or mysterious about a program of tests and measurements. It is only an attitude of mind that makes it difficult and mysterious. It is really as simple and logical as what they call little black cats in Canada unless we make a problem out of it.

We are sometimes like the man and the whiskers. He had worn beautiful long whiskers for forty years. One day his little granddaughter said to him: "Gran'daddy, what do you do with your whiskers at night? Do you keep them outside the covers or inside the covers?" Up to that time they had never been a problem, but when he went to bed that night he got to thinking about them as a problem, and he couldn't decide whether to keep them inside the covers or outside the covers, and so he stayed awake all night, and the next day he cut them off.

School supervision is not a complex thing. It is simple enough if we keep in mind the purpose of public education, which is to produce good American citizens in a representative democracy. We sometimes confuse ourselves and make our work difficult by failing to keep in mind the fundamental principles of administration and supervision.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Character Chats

By JOSEPH B. EGAN, A. M.

The Man He Might Have Been

A BOY grew up and became a man, lived a long life, and then died and became a spirit. "I shall go, now," said he, as he rose above the earth, "just where I please." "Not so fast," said a voice at his elbow. "You must first see and hear a few things connected with the earth." With that the voice went on ahead and the spirit followed until both came to a quiet valley, through which ran a winding road. "Begin at the west," said the voice, "and journey on till you come to the great bars against the east. I shall meet you there." Hardly had the spirit gone a mile when he met a noble man who walked towards him with such mighty purpose in his stride and such majesty in his bearing that the spirit cast himself down before him and said: "You, truly, are one of the earth's greatest men. Tell me, are you Caesar, or Alexander, or DaVinci, or some one mightier than they?" "Alas!" said the noble man, "I am not anyone of whom you speak." "Who are you, then?" besought the spirit. "I am the man you might have been," said the other as he vanished from the road.

But a short way further on the spirit came to a field in which grew acres of golden grain. Each head was full and ripe and ready for the scythe, and a strong-armed farmer whetted the silver blade with a honing stone. "A noble field," said the spirit. "It must be the property of a prince of princes. Such noble heads of wheat, such sturdy stalks." "Yes," said the farmer. "I am about to mow the harvest of the precious hours that were given once to you to plant but which you suffered to decay and perish one by one." "Woe is me!" cried the spirit. "Had I but had an inkling of the harvest they bore within them I should have planted each with care." From afar the spirit now heard the singing of a woman's voice. There was a mystery and a happy magic in the notes that drew him on until he came to an organ built beside the road. Before it sat a fair woman, touching the keys and singing the sweetest kind of songs. "Never have I heard sweeter songs than those you sing," said the spirit. "Sweeter far are they than any heard on earth. Who, may I ask, was the great master who found them in his soul?" "I sing the songs," said the woman, "that you might have caused a thousand hearts to sing. Each one a deed undone, a joy ungiven, a pleasure denied, which killed the song that stood ready to burst forth from friends you loved." "Woe is me," said the spirit. "Had I but known, I should have filled the earth with song."

At last the spirit came to the great bar against the East. The voice awaited him and said: "What have you to say?" "I have no answer," said the spirit. "I did not know; my eyes were blinded by the glare of false suns; my heart was hardened by the hammering of the world; my soul thought only of itself."

"It is enough," said the voice. "All through the years to come the man you are must sorrow for the man you might have been."

The Poor Rich Man

THERE was once a very poor rich man who dwelt in poverty in a stately mansion. The roof of his palatial house was copper, and the walls of solid stone. Beautiful gardens swept in gay colors up to the very doors, but the poor rich man was so worried over how to make more and more money that he had no heart to enjoy all the beautiful things he owned. Instead, he walked out of his house in the morning, and at evening he walked in again, with his head down and his brow puckered with care. So the poor rich man lived in poverty.

Now and then a very rich poor man came to the top of a hill overlooking the poor rich man's gardens. He came whistling, with his head up and his shoulders back and his eye seeing all the beauty in the world about him. He would sit down on a stone and gaze by the hour at the gardens of the poor rich man. He saw the blossoming roses by the side entrance, the sweep of the beautiful shrub-lined paths and the wonderful old Spanish wrought iron lantern that swung under the stone arch of the main gate, and seeing all this, he was glad that he was alive.

And one day the rich poor man and the poor rich man met on the hill.

"Who are you?" said the rich poor man, and the other answered angrily: "I am the man who owns all this estate; now who are you?"

"I," said the rich poor man, "why, I am the man you work for," and with that he strode off, leaving the other wondering what he meant.

So it is with all of us. If we do not enjoy life as we go along, all that we create goes for

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nothing, as far as we are concerned, and we are merely slaves for others who are wiser than we.

There Is No End

THE prophet sat on the stump of a tree and spoke to his disciples. "People are always talking," he said, "about the end of things. According to their statements there is an end to the day's work, an end to pleasure, an end to pain, an end to success, and an end to life itself. All their days are spent in dreading the coming of the end of things. I think such people are living their lives under the cloud of a wrong way of thinking, for when we look into this marvelous thing called life, we see no end at all to anything, only a constant and beautiful beginning." "Ah," said the first disciple, "how about the day's work? There is certainly an end to that." "Far from it," answered the prophet. "There is only a beginning, for the things you did today are the foundations of what you are going to do tomorrow. They are the little stepping stones you have laid out leading to the new world into which you are going to go tomorrow." "How about the end to pleasure?" asked the second disciple. "Surely, we are not always glad." "Indeed we are not," answered the prophet, "but would anyone be so foolish as to say that the joy of yesterday belongs only to yesterday and is not here with us today and will be with us tomorrow in the world into which we are going?" "Well, then," said the third disciple, "how about pain? Surely life would not be worth living if there was no end of pain." "Alas!" answered the prophet, "how little you understand the wisdom of God. Learn now that pain is experience; that it softens the heart and purifies the soul, and throws about the spirit a beautiful light that is seen beyond the stars. Is the pain of yesterday a part only of yesterday? Is it not with us today, adding a sweet glory and wisdom to the lives we live?" "But death?" asked the fifth disciple, "is that not the end of everything?" "It is but the beginning of all things," said the prophet with a smile. "It is the gate through which we go into the Master's garden. It is true we cast off the garments of the earth, but who, when he goes to a great feast, does not change his robes for others that befit the importance of his host? Learn then, kind friends, that there is no end, only a beginning. And this great truth has a big meaning in our daily lives, for if you have done a good deed today you have started a spirit wandering under the stars, which, besides adding to the joy of the brotherhood, goes about redeeming this old world from sin. Your noble deed is part of the purchase price paid into the treasury of God. Think of this, also: if there is no end to what we think and feel and do, is there not a mighty need for us to set no evil moving on under the mighty stars?"

The Five Princes

ONCE upon a time five princes journeyed together towards a far country known as the Ends of the Earth. As they went they came into the realm of a mighty witch whose greatest joy in life consisted in showing up to the world just what kind of people traveled through her kingdom.

Now the first prince was very rich. He had taxed his people in so many ways that they found life so hard and bitter that no one feared to die. The second prince was very powerful, and his armies spread across the earth eating the food and destroying the happiness of other men. The third prince was a poet and he spent his hours, book and pencil in hand, writing lovely things about the stars, but doing little to assist his neighbor over the bitter places. The fourth prince was an artist who painted beautiful pictures that people journeyed from far lands to see. The fifth prince was just a simple prince who loved to see his subjects prosperous and happy, and who spent his time in doing good.

Now when these five princes came into her country, the old witch laughed with glee, and reached down out of a thundercloud and touched each with her lightning rod. Instantly each prince became a gate that led into an enclosed garden. The first prince became a massive gate of gold and the garden became full of golden flowers which stood stiff and motionless beside a pool of molten gold into which rained a slow drizzle of salt tears.

The second prince became a steel gate full of pointed spikes, fashioned from the heads of spears, and the garden within held nothing but blood-red flowers, beside a pool that made people shudder when they looked at it.

The third prince became a delicate slender gate, and the garden within was full of moonbeams and moon flowers and silent things that looked beautiful at a distance, but melted away into thin air when come near to.

The fourth prince became a splendid gate, decorated with gorgeous colors, and the garden within was a riot of flower and leaf and pleasant looking people, but all were dead and made of crepe paper cleverly dyed and shaped.

The fifth prince, however, became an humble arch with a comfortable seat below and in the centre of the garden a fountain of sparkling cool water, sweet to the taste and refreshing to the soul.

Now, girls and boys, we are all gates that lead into the gardens of our lives. Through us beauty or ugliness, charity or selfishness, strength or weakness, enter into the world about us. Let us make ourselves inlets of beauty, gates of cheerfulness and good will, so that the garden of our lives beyond the gate, which is our body, may be a happy place for all to come to.

The Evil Is in the Will

IN READING a book written by a well-known student of nature, I was surprised to find the following statement:—

"I remember one winter catching sight of a retreating tail whisking into a hole beneath a stump like this, and shall not forget the eager pull with which I dislodged the piece of rotten timber, the jumping mouse that sped out across the drift, nor the pocketful of hazel nuts and beech nuts which were out upon the snow. There were acorns and chestnuts, too, and kernels of corn with their eyes nibbled out, and, in a cozy alcove, which I discovered, a snug nest of grass and cottony substance, the winter home and larder of the deer-mouse or white mouse."

I have called your attention to it because it seems to picture a peculiar state of mind on the part of one who should love and respect the little creatures about him. In plain words this so-called naturalist confesses to several very serious crimes. In the first place, without the slightest excuse, he broke into the home of the deer-mouse, using such violence that he destroyed its usefulness forever; that was breaking and entering. In the second place he carried off a pocketful of the little nuts which the mouse had stored up, through hard labor, to satisfy its hunger during the long winter months; that was theft. In the third place he actually laid open to the wind and snow the cozy little nest of grass and cotton which the animal had provided to keep himself warm; that was plain mischief. In the last place he drove the owner out into the snow to perish miserably either from hunger or from cold; that was murder.

Personally, I should not be proud of an achievement like that. The memory of it would spoil every good dinner I sat down to eat and every warm house I entered into. After all, is it not true that it is not the actual act that matters so much as the will that lies behind it? The will to destroy is an evil act of the mind whether the thing destroyed be the mansion of a king or the little nest of a harmless deer-mouse.

Gregg Wins Sesqui-Centennial Medal of Honor

The International Jury of Awards of the Sesqui-Centennial International Exposition, Philadelphia, has announced the award to The Gregg Publishing Company of the MEDAL OF HONOR—**the highest award made to any publisher.** The award is made in recognition of the company's publications in the "Field of Commercial Education."

This is the third international award received by The Gregg Publishing Company. First, a silver medal awarded by the Louisiana Purchase Exposition, St. Louis, 1904; second, the highest award—a gold Medal of Honor—awarded by the Panama-Pacific International Exposition, San Francisco, 1915.

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EDUCATION IN ACTION

Ohio Town Takes Pride In Its School Affairs

Strongsville, O., a village of 1,300 population, twenty miles south of Cleveland, has a modern school building accommodating 403 pupils. The board of education has just passed the annual budget calling for $60,000 for the year. Counting forty weeks to the school year, that is $1,500 a week, or $300 a day for education. "We believe that is just about a record," Edward Blythin, president of the board, said. "Our community is 'sold' on education, and the schools get just about what they want. Our school is our community centre. When the National Grange meets in Cleveland next fall, we expect our school band of sixty-six members to be one of their headliners."

Rutgers Faculty From 120 Colleges

A recapitulation of the Rutgers University Faculty shows that 120 colleges are represented among the 207 members. Rutgers leads with 55. Columbia is second with 27, Pennsylvania State, with 12, is third; Harvard and Cornell have ten each, Princeton has seven; Yale and New York University, six each.

Walt Whitman's School Sold as Scrap for $18

The frame schoolhouse in Woodbury, L. I., where Walt Whitman first taught in 1836 at the age of seventeen, was sold recently at auction to a local builder, one of the two bidders, for $18. He announced that if he could not sell it for more than the $18 he had paid he would tear it down and dispose of the lumber. A group of New York admirers of the poet, however, saved the schoolhouse from destruction when they raised $60 as the purchase price. Julia Hoyt, who owns a plot of ground across the road from the schoolhouse, consented to have the building removed to her property. A new school building will take its place.

Princeton Council Quits Over Auto Ban

Offended because the Board of Trustees forbade students to own or operate automobiles, the senior council of Princeton University at its weekly meeting resigned in a body. The fifteen members voted unanimously in support of a resolution taking this action. A general referendum among the undergraduate body to decide what type of student government is to prevail at Princeton in the future is reported to be planned. With regard to the automobile ban of the trustees, in protest to which the senior council resigned, Joseph Prendergast, president of the senior class and former chairman of the Council, said: "In such a case as the prohibition of automobile ownership, the hands of the senior council were tied. This prohibition affects only the classes which are to follow the senior class, and it does not seem right that a body composed of seniors should pass regulations of this kind which will affect the entire undergraduate body after the graduation of those who passed the rule." Opinion on the campus is strongly in favor of a student government with more power, the issue on which the senior council resigned.

Chinese Girl Directs Course for Travelers

Instruction in elementary Chinese so that students will be able to read and write the language in five months is being given at the Oregon Agricultural College by Mabel Chin Qong, Portland student at the college. The course is being offered primarily for students and faculty members scheduled to attend the Pan-Pacific conference in Peking this summer. If the elementary course is well received, Miss Qong will offer an advanced course next year.

Would Let Harvard Grow

More teachers, rather than a restricted enrollment, is the solution which Dean George H. Chase of the Harvard Graduate School of Arts and Sciences offers to the problem of an expanding student body. "In view of the present demand for teachers and research workers in many fields, due to the remarkable growth of colleges and universities and the expansion of business, it would be a pity to diminish the supply at the source," he declared in reversing the trend of opinion in some of the larger universities.

Swarthmore Will Raise Charges

To carry on more rapidly extensive repairs in the college plant, the Executive Committee of the Board of Managers of Swarthmore College voted that beginning with the college year 1927-28, the charge for each student would be raised from $750 to $800 a year. The charge of $300 for tuition will remain the same, but room and board, formerly $450, will be $500.

French Strike Against Co-education

After vainly appealing to the ministry of public instruction to restore the standard system of segregation, parents of the school children in Pinet, Central France, withdrew their boys and girls from school. The children are being kept at home, receiving instruction from tutors. The opposition to co-education arose when the boys' and girls' schools were combined.

Advocate Quartz For School Windows

That ordinary window glass in schoolrooms may be a menace to the health of the growing child and should be replaced by quartz window panes, which admit ultra-violet light, was the statement recently made by Dr. Frederick W. O'Brien, Boston X-ray specialist.

SPOKEN ENGLISH

By S. S. CURRY, PH.D., LITT.D.

The importance of adequate training in Spoken English is more keenly felt today than ever before. This is a text designed to meet the needs of high school students in Reading, Speaking and Conversation. It is effectively employed as a textbook in the last years of grammar and in Junior high schools. The project method is kept in view in developing the volume.

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Teach Health In San Juan

An active personal-hygiene campaign has been in progress in the public schools of San Juan, Porto Rico, for the last two years. The effects are already apparent in the physical and moral condition of the children, reports declare. In carrying out the campaign teachers and pupils co-operated with school officials, city physicians gave health talks to pupils, nurses demonstrated proper methods of bathing infants, the Red Cross supplied clothing, toothbrushes and glasses for correction of eye defects, and offered prizes to schoolrooms making the best records for cleanliness and order. Diplomas and pins were awarded to 3,910 pupils who observed personal-hygiene rules as daily tasks.

Debate Tournament Won by Concord High

The seventh annual interscholastic debating tournament conducted by the University of New Hampshire was won by Concord High School by defeating Laconia. Both negative teams won their respective debates, three to nothing, and the championship was determined by team points. McGaw Institute of Reeds Ferry was third, Berlin High fourth and Austin-Cate Academy fifth.

Says College Diploma Hinders in Business

According to M. J. F. Hallwachs, employment secretary of the Chicago Central Y. M. C. A., college diplomas hinder rather than help the average young man in starting his business career. "A diploma in the right hand, a fraternity key on the watch charm, and a generous portion of psychology, languages and history in the head, are no longer the best stepping stones to modern business," Mr. Hallwachs said. "In fact, here in Chicago the culture achieved in a university is just a bit of a handicap." He declared that the dislike of college youths is largely due to their expectation of rapid advancement and a large salary too quickly.

48-Hour College Week

"It is not hard for a self-managing student to put his college work on a rather formal basis of working time," declares Dean W. M. Warren of Boston University's College of Liberal Arts. "He can see that as some fellows go into the mills to work with a schedule of so many hours a week, and as other fellows go into banking offices with such and such hours and such and such demands for overtime at week-ends, so he can go into college as if he were taking a man's job with definite requirements of time and performance. If he can manage himself in this game of being at once his own employer and his own employee, nobody need worry whether he will keep his collegiate footing. With a 48-hour working week, his safety is almost absolute."

Morrow's Daughter To Become Teacher

Miss Elizabeth R. Morrow, daughter of Dwight W. Morrow of J. P. Morgan & Company, is to follow family traditions as an educator. Studying now at the Sorbonne, she is to join the staff of the Dwight School for Girls at Englewood, N. J., in the fall. Her father, a college classmate of Calvin Coolidge, is chairman of the trustees of Amherst. Her grandfather was a superintendent of schools, and her mother a trustee of Smith.

U. S. History Chair In London Planned

Success of the American history chair at Oxford University has brought about a plan to establish a similar chair at the University of London. It is estimated that $150,000 will be required for the foundation of the chair, of which the income from $110,000 will be necessary to pay the annual salary of the professor in charge and $40,000 will be used to provide and maintain a library of American history. This announcement was made by John W. Davis, former ambassador to the Court of St. James, who is honorary chairman of the American committee.

Texas Students Compose Own Text

A class which writes its own textbook is in its experimental stage at the University of Texas under Dr. D. A. Piatt. If successful, the method will be applied on a larger scale. According to this way of teaching, simple facts and examples are presented, and the students work out the general fundamentals that apply. Practice exercises form the only printed matter used. At the end of the term a text has been organized and is reviewed for the examination. Each term the material will be varied in order that as many new ideas as possible can be obtained.

Law Schools Not Aiding Advancement

Dean Roscoe Pound of the Harvard Law School recently declared that the American law schools are neglecting to make any significant contribution to the improvement of justice and advancement of law. He cited failure of the law schools in betterment of criminal law, legislative law and judicial organization and administration. He urged the establishment of research professorships to investigate the law and courts of the country.

Bar Short Skirts In Budapest Schools

All girls wearing thin silk stockings and short skirts were sent home recently when Budapest officials inspected a girls' school there. In the future ultra-modern dress styles will not be tolerated, and the use of rouge will be sufficient cause for exclusion from school.

Danes Plan School To Train Housewife

A plan for compulsory training in efficient housewifery and maternal duties has just been brought forward in Copenhagen. The sponsor is of the opinion that no woman should be allowed to marry who is not capable of managing a household, small or large, satisfactorily from an economic and sanitary point of view, and of properly attending to children. Schools of three grades are proposed. One should be entirely gratis, one where the fee was very moderate, and a third where pupils from well-to-do homes might pay a higher fee.

N. E. A. Tour to Seattle

Tour leaves Boston June 25, 1927. Visiting—Chicago, Glacier National Park, Seattle, Portland, Columbia River Highway, San Francisco, Yosemite National Park, Los Angeles, Catalina, Pasadena, Grand Canyon, Colorado Springs, Pikes Peak, Denver, etc.

Detailed itinerary will be mailed upon request.

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Conditional Gift For Mountain School

An offer of $50,000 toward a fund of $150,000 being raised to rebuild and consolidate the Rabun Gap School and Nacooche Institute, near Rabun Gap, Ga., has been made by John D. Rockefeller, Jr. His gift will be made on the basis of matching one dollar for every two contributed, up to the amount he has pledged. The two mountain schools, situated in the Georgia foothills, offer a unique educational program to whole families brought down from the mountains. The children are given regular academic courses, while the parents are offered the latest instruction in scientific farming.

Spanish Studies For Porto Rico

A group of scholars of the United States, Spain and Latin America will collaborate in a Department of Spanish Studies at the University of Porto Rico, it was announced at Columbia University. The department will be directed by Professor de Onis of the Department of Romance Languages at Columbia. Honorary directors of the department include Ramon Menendez Pidal and T. Navarro Tomas of the Centro de Estudios Historicos of Madrid, which is co-operating with Columbia in this work, and Professor John L. Gerig, head of the Department of Romance Languages at Columbia. Scholars of other American universities are co-operating.

Cuban Survey Of School Enrollment

During October, 1926, there were 3,687 schoolhouses throughout the island of Cuba, with 6,991 classrooms; 328,456 pupils were enrolled in public schools, of which 246,561 were white and 81,895 colored. There were 162,658 boys and 165,798 girls; 46.9 per cent of these pupils graduated and 33.6 per cent. helped in the schools. The daily average enrollment is 320,897 children and the daily average attendance 235,491 scholars. In other words, the attendance is 76.5 per cent.

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TREND OF THE TIMES

CURRENT INCOME of the American people rose from $62,736,000,000 in 1921 to the record-breaking total of $89,682,000,000 in 1926, according to the National Bureau of Economic Research. Had the 1926 total income been divided equally among all persons including babes in arms and the helpless aged, the average income would have been $770, or one-third more than the per capita in 1921. In the United States in 1926 there were 44,600,000 engaged in activities yielding them direct money incomes.

X-RAY PHOTOGRAPHY has grown to so vast an extent that at present more films are used for radiography than for portrait photography, declares C. E. K. Mees of the Eastman Kodak Company. "It might almost be said that the average citizen is more likely to have a photograph taken of his stomach than of his face," he said.

AMERICAN WOMEN during the bob era have had more than 3,500 tons of hair sheared or shingled from their heads, according to an estimate made by M. Eugene Suter, permanent wave specialist of London and Paris. There are 14,000,000 bobbed heads in the United States today, he said in a trade address in Chicago, and about half that number spend $15,000,000 a year for having their locks waved.

EACH VOTE taken in the House of Commons, British Parliament, costs about $60, according to an estimate recently made by a member of the House. The costs in "divisions of the House," as the votes are known, are figured on the time lost in the tedious, cumbersome process. During the 151 working days of the last session of the House there were 563 votes taken so Parliament ran up an uncharged bill of $33,780.

MORAL SOFTENING of Americans is happening under the influence of prosperity, according to M. Mercier, a writer in a French paper. He also shakes his head at our "weakened religious sense and high divorce rate." Proneness to small families is also a symptom of lowering moral conscience, he says.

LUXURIOUS TROLLEY cars have made their appearance in San Francisco. Bus competition and the increasing number of citizens who travel in their own automobiles have brought about this innovation. Spring seats, upholstered with leather, floor covering made of a green oil compound and smoking compartments are some of the improvements. If the new de luxe cars prove successful the entire fleet of cars will be revamped. Improvementss have cost about $1,000 per car.

UNITED STATES once again took the lead over the world in export trade to Russia. For the first quarter of the current operating year America sent $17,000,000 worth of manufactured goods to Russia, which is $1,000,000 greater than for the like period last year. Germany was a close second, England third and Poland fourth.

HORSE'S RETURN into style in London is caused by taxes on automobiles. One firm now has sixty more horses than before the war, and is still displacing mechanical vehicles with horses whenever there is an opportunity. A horse can be kept for one pound to fifteen shillings a week. With care, a horse doing ordinary work should serve for fifteen years.

GREATER POSSIBILITY of a part of the United States becoming annexed to Canada than of Canada becoming annexed to the United States, is the opinion of Magistrate W. C. Mikel of Belleville, Ont. "As time advances," he says, "government in the United States is likely to become unwieldy and the large interests of different sections so powerful and conflicting that the United States may find it desirable to break up into sections having independent though friendly systems of government. Some of the border states may join Canada."

HORSESHOE PITCHING, which develops muscular co-ordination and physical strength, has acquired a scientific status and is gaining in popularity. In a recent championship tournament one contestant pitched 5,632 horseshoes, weighing 14,080 pounds, and walked 27 miles. The game is most popular in the Middle West. An official score card is used and individual ability is rated as in baseball.

MICHIGAN HOUSE of Representatives came into the limelight recently when it became known that during the first five weeks of its session not one bill was passed. One of the representatives in the present session introduced over 100 bills.

The BOOK TABLE

KEATS' SELECTED POEMS. By Frank P. Bachman. Eclectic English Classics. Cloth. 112 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

The Eclectic English Classics which the American Book Company issues are the latest word for effective school use editorially, for attractive and serviceable use by students, and for genuine economy.

Twenty-three of the choicest poems of John Keats selected for their general interest. The introduction gives a short account of the poet's life and friendships followed by a brief discussion of his poetic theory, as set forth in his letters. The notes prefixed to many of the poems give either significant details of time and place of composition or suggestions for appreciation. Such words, phrases and passages as may be ambiguous to the student are explained in the footnotes.

PRACTICAL PSYCHOLOGY. Human Nature in Everyday Life. By Edward Stevens Robinson, University of Chicago. Cloth. 479 pages. New York: The Macmillan Company.

Characteristic of most texts on psychology of recent issue is the practical trend, and Professor Robinson carries this tendency farther than any other text that has come to our attention. It is interesting to find a psychologist who dares to talk about Perception, Memory, Imagination, Reasoning, and Feeling. It has been almost amusing to see how scared some modernists have been lest they should accidentally say "Intellect, Sensibility and Will," or should speak of habit, attention, or memory.

Professor Robinson starts with the assumption that psychology is a study of human nature as it functions in action and is not mere mental athletics. He dares to say "behavior" without being a propagandist of the behavoristic specialists.

We are so deeply interested in this book of Professor Robinson that we dare not trust ourselves to write much about it, for we have no space that could be devoted to all that we should write. We must be content to say that to any one who would like a psychology for use we commend Robinson's "Practical Psychology" most heartily.

ELEMENTS OF PHYSICS. By Robert Andrews Millikan, Pasadena, California, and Henry Gordon Gale, University of Chicago, in collaboration with Willard R. Pyle, Morris High School, New York City. Cloth. 509 pages. Illustrated. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

No American has the same scientific standing as a physicist that Robert A. Millikan of Pasadena has, and no eminent American physicist of the day has been as wholesome a maker of scientific textbooks as has he. There are more than five thousand schools using his texts on Physics at the present time. This "Elements of Physics," Millikan and Gale, is the latest word on every phase of physics and it has the scientific personality of Dr. Millikan and of Dr. Gale of the University of Chicago all brilliantly professionalized by one of the ablest teachers of physics in the United States.

The publishers have magnified every principle of printer's skill and illustrative art in giving these 500 pages the most compelling setting as a scientific textbook.

THE OUTLINE OF HISTORY. By H. G. Wells. Being a Plain History of Life and Mankind. New Illustrated Edition Revised and Rewritten with Maps and Plans by J. F. Horrabin. Colored Plates and Text Illustrations. In two volumes 9 by 11 inches. New York: The Macmillan Company.

No one in our day, certainly, has had the faintest approach to Mr. Wells in his vision of creation, in his interpretation of the significance of the unfolding of life, vegetable and animal, through all stages of development from the first sign of animal life up to intelligence, into civilization and religion, into the broadest view and highest aspiration in industry, art and science.

"The Outline of History," as revised and rewritten, challenges the reverent admiration of scholars and the keenest admiration of lovers of literary skill.

In the first pages Mr. Wells tells why the world conditions in 1918 led him to think and then to write of creation, of the world before man, of the making of man, of the first civilizations, of Judea, of Greece, of India, of the rise and collapse of the Roman empire, of Christianity and Islam, of the Mongol empire, of the land and of the seas. Then follows the age of the great powers, princes, parliaments and powers, the new democratic powers of America and France, the career of Napoleon Bonaparte, the realities and imaginations of the nineteenth century, the catastrophes of modern imperialism.

The present outlook of human affairs is the most thrilling feature of the two great pictorial volumes. The topics in which Mr. Wells appears in his most dare-devil view of future events, always at his best in brilliant expressions, are the moral disorganization, Bolshevism in Russia, a forecast of the "Next War," the inflexibilities of British imperialism, and the separation of Ireland, the confusion in China, the fermentation of Islam, and the obscurity of the creative forces at work in the world.

The chapter which stirs up the most excitement at present is the one dealing with Charles Robert Darwin and Thomas Henry Huxley. Of course, from the start to finish there is always something that traditionalists resent. Mr. Wells is not writing with any desire to avoid criticism. The volumes will be of inestimable value in tempting people generally to enjoy a glimpse of creation first and civilization second.

LUTHER BURBANK. By Ada Kyle Lynch. San Francisco, California: Harr Wagner Publishing Company.

Ada Kyle Lynch has written of her acquaintance with Mr. and Mrs. Burbank in a charming way, including two of her songs, "All Hail to Luther Burbank" and a "Birthday Song."

I have refrained from writing in a personal way of Luther Burbank because his passing has naturally brought to the front beautiful tributes from those who knew him more intimately than did I, but I may be pardoned for an incidental reference to the fact that I chanced to go to California for the first time the same year that Mr. Burbank went there to live. Thirteen years later I was in Santa Rosa for two weeks and enjoyed him thoroughly; he had not then attained his later fame. I knew Lancaster, Massachusetts, intimately, knew the prominent citizens, knew the young men of his day in their home setting, in all of which he was greatly interested, and I was pridefully interested in the opportunity I had of hearing him talk of what he had then achieved, and of the achievements he believed possible. In after years when I was in Santa Rosa we renewed the acquaintance incidentally. No one can have read his writings more devotedly than I have done.

Books Received

"Talks About Our Country." By Eleanor M. Chalmers. Chicago: Benjamin H. Sanborn and Company.

"Contes Dramatiques." By E. C. Hills and M. Dondo. Boston: D. C. Heath and Company.

"Festival and Civic Plays." From Greek and Roman Tales. By Mari R. Hofer. Chicago: Beckley Cardy Company.

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GRINS BETWEEN GRINDS

Same Here

"Rastus, ah heahs yo goin' tu' be a aviata."

"No, sah! Terra firma fo' me, an de mo' firma, de less terra."

Truthful at Any Cost

He had had bad luck fishing and on his way home he entered the butcher shop and said to the dealer: "Just stand over there and throw me five of the biggest of those trout."

"Throw 'em. What for?" asked the dealer in amazement.

"So I can tell the family I caught them. I may be a poor fisherman, but I'm no liar."—True Story.

Try This One!

A young bride asked her husband to copy a radio recipe she wanted. He did his best but got two stations at once, one of which was broadcasting the morning exercises, the other, the recipes. This is what he put down:—

Hands on hips; place one cup of flour on the shoulders, raise knees and depress toes. Mix thoroughly in one-half cup of milk. Repeat six times. Inhale quickly one-half teaspoon baking powder. Lower the leg and mash two hard boiled eggs in a sieve. Exhale, breathe naturally, sift into a bowl. Attention! Lie flat on the floor and roll the white of an egg backward and forward until it comes to a boil. In ten minutes remove from the fire and rub smartly with a rough towel. Breathe naturally, dress in warm flannels and serve with soup.—Southern Lights.

Perfect Daddy

He was a loyal little fellow and he wouldn't let anything said against his parents go unchallenged. One Sunday afternoon a boy friend said:—

"Listen to your father snoring."

"Dad isn't snoring," was the indignant reply. "He's dreaming about a dog an' that's the dog growlin'."

False Alarm

"Mr. Becker," announced a German farmer entering the former's store, "I haf der schmallpox unt I—"

"You have what? Smallpox?" exclaimed the storekeeper, backing away while his clerks disappeared into the back room. "Stand back there, don't come a step nearer. Don't you know any better than to—"

"Say," broke in the farmer, "Vot's da matter mit you fellers anyway? Vot I tried to say vas I half dot schmall pox mit putter outside in my vagon vot Mrs. Becker ordered last veek."—Capper's Weekly.

These Modern Days

Mother—"Now, Johnny, go upstairs and wash your ears and comb your hair."

Johnny—"Oh, goody, we're going to have company."

Mother—"Yes. Your father is coming home to dinner."—Pitt Panther.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

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JOURNAL MAIL BAG

Patriotism Boundless

Editor, Journal of Education.

Mr. Editor: I object to being called a "mollycoddle pacifist, socialist, bolshevist or internationalist (in the sense of being a 'red')" by a "Superintendent" who is ashamed to sign his name to the articles he publishes in your paper (Journal of Education, February 14, 1927, page 171). He has a right to disagree with my ideas, but that does not give him the liberty to call me names.

Furthermore, I believe it is possible to teach world patriotism in conjunction with national patriotism. I believe I can be a patriot of my community as well as my country, state and nation. Then why not a world patriot? Further, it seems illogical to me to try to teach community patriotism without appealing to HOME patriotism, or national patriotism without first having local patriotism, and since each is greater than the preceeding one, so is world citizenship the ultimate goal of mankind.

Respectfully yours,
D. W. Flagg.

Vandalia, Michigan.

Exchange of Specimens

Journal of Education.

Gentlemen: In your issue of February 21, 1927, under the column "Education in Action," was recorded a news item anent the sending of botanical and zoological marine specimens to a high school in Indiana.

May I inform you that this sort of co-operative work has been going on in our high school with inland high schools for the past four years. Recently (September, 1926) our Science Club sent to Swayzee High School, Swayzee, Indiana, a large assortment of biologic specimens from the ocean waters of our famous Revere Beach.

At different times we have received in return inland specimens not native to our part of the country. These specimens have added much to eliminate the "bookish treatment" of our biological classes.

We have a suspicion that the co-operative work of the high school mentioned in the item is an outgrowth of our originality in this kind of educational co-operation between schools.

May I state that the pupils of our biological classes gather the specimens themselves at the sea shore, label them and place them in suitable containers for their safe transmission to the high schools in Texas, Indiana, and other states.

We would appreciate a bit of recognition in your valued journal, since we believe we are the initiators of this idea.

Thanking you, I am,
Very truly,
Owen J. McGaffigan.

Revere, Mass.

P. S. We are now developing a similar exchange idea in minerals and ores from all parts of the country.

The Split Infinitive

Editor, Journal of Education.

Two articles in your issue of February 28 attracted me to this point: I am constrained to thank you for both of them.

Your editorial "For Better Speech," in Belding's Page, hits the nail squarely on the head. We should have the habit of using good English every day and Sunday, and we should consider the form of the simplest remark as deserving of graceful expression as the most resounding period. Once I knew a woman who required of her servant the same formality of service that was offered to visitors. The servant never could see the point. The difference with English is that, unlike the servant, every time beautiful and rounded sentences fall from our lips we lay another tier in building up a habit of inestimable value.

May I say, with no wish to be waspish, that I cannot endorse the correspondent who writes, in the same number: "I heartily endorse the split infinitive." Might I not, in spite of all the dead-and-gone infinitive splitters of the last five hundred years, make my meaning clear if, without saying either "He failed completely to understand it," or, "he failed to completely understand it" I said: He failed to understand it completely?

Esther Noel.

Cambridge, Mass.

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What Shall Our Schools Teach?

BY J. LYNN BARNARD

American schools should train in active good citizenship. In detail, this includes the following concise points:—

1. How to keep well.
2. How to use eye and hand effectively.
3. How to use and enjoy good English.
4. How to know and utilize one's physical environment.
5. How to appreciate music and art.
6. How to spend money wisely.
7. How to lead and how to cooperate.
8. How to be a good home-maker
9. How to choose both vocation and avocation.
10. How to understand peoples of other races and other lands.
11. How to investigate social problems and help in their solution.
12. How to find and use the things that make for the higher life.

—February World Review.

Meetings To Be Held

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts Schoolmasters, Bridgewater.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

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